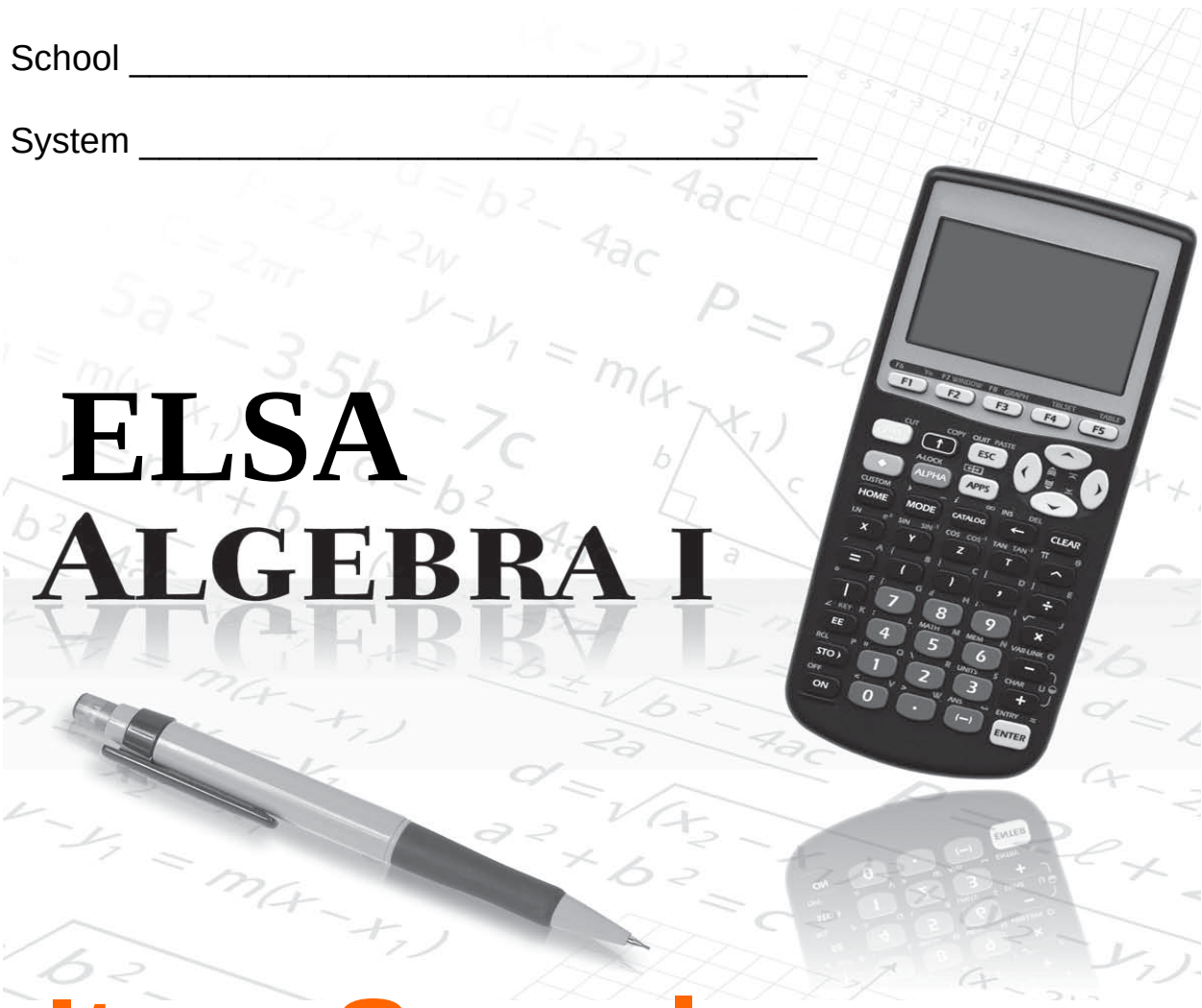
Student Name _____

Teacher Name _____

School _____

System _____

ELSA
ALGEBRA I



Item Sampler

Tennessee End of Course Assessment
English Linguistically Simplified Assessment

Algebra I Form 4

Reporting Category 4:
Geometry and Measurement

PEARSON

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245.

Algebra I Reference Page

Abbreviations for Geometric Formulas

A = area	d = diameter	r = radius
B = area of base	h = height	s = length of side
b = base	ℓ = length	V = volume
C = circumference	P = perimeter	w = width

Perimeter (P) and Circumference (C)

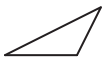
Any Polygon: P = sum of side lengths

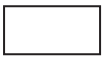
Rectangle: $P = 2\ell + 2w$

Circle: $C = 2\pi r$ or πd

$\pi \approx 3.14$ or $\frac{22}{7}$

Plane Figures — Area (A)

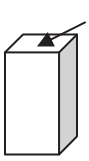
Triangle:  $A = \frac{1}{2}bh$

Rectangle:  $A = \ell w$

Circle:  $A = \pi r^2$

$\pi \approx 3.14$ or $\frac{22}{7}$

Solid Figures — Volume (V)

Right Rectangular Prism: 

$V = Bh$ or $V = \ell wh$

Cube:  $V = s^3$

Algebraic Formulas and Equations

$d = rt$ distance = rate × time

Distance Formula $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$

d = distance between two points

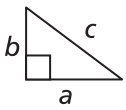
Midpoint Formula: $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$

Slope Formula: $m = \frac{y_2 - y_1}{x_2 - x_1}$

Standard Form of a Linear Equation: $Ax + By = C$

Slope-Intercept Equation: $y = mx + b$

Point-Slope Equation: $y - y_1 = m(x - x_1)$

Pythagorean Theorem: $a^2 + b^2 = c^2$ 

Quadratics

For $ax^2 + bx + c = 0$: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

Discriminant: $b^2 - 4ac$

Measurement Conversions

LENGTH

1 foot (ft) = 12 inches (in.)
1 yard (yd) = 3 feet
1 yard = 36 inches
1 mile = 1,760 yards
1 mile = 5,280 feet

CAPACITY

1 cup (c) = 8 fluid ounces (fl oz)
1 pint (pt) = 2 cups
1 quart (qt) = 2 pints
1 quart = 4 cups
1 gallon (gal) = 4 quarts

WEIGHT

1 pound (lb) = 16 ounces (oz)
1 ton (T) = 2,000 pounds

CONVERSION BETWEEN CUSTOMARY AND METRIC MEASUREMENT

1 yard = 0.9144 m
1 foot = 0.3048 m
1 inch = 2.54 cm
1 quart = 0.946 L
1 ounce = 28.35 g
1 lb = 0.45 kg

Contents

Introduction to ELSA Algebra I

TCAP English Linguistically Simplified Assessment (ELSA)

The End of Course English Linguistically Simplified Assessment (ELSA) is the End of course Assessment in "simplified" English. It is a multiple-choice test designed to measure student achievement in certain skills in two content areas: Algebra I and English II. The questions in this Item Sampler are examples of items used in the actual test.

ELSA test questions

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at http://www.state.tn.us/education/curriculum.shtml.

Test accommodations

The End of Course English Linguistically Simplified Assessment ELSA may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for Special and English Learner (EL) accommodations.

Content of End of Course tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment,* a staff of writers – composed both of teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including certain items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Students who are Limited English Proficient (LEP) will be tested using the ELSA test form. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The ELSA Algebra I test has been designed to be administered in one session and is not timed.

Calculator use is optional. Sharing calculators during testing is not permitted.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- Some examples of prohibited calculators are:
    - Casio models: CFX-9970G, Algebra FX 2.0
    - Hewlett-Packard models: HP-40G, HP-49G
    - Texas Instruments models: TI-89, TI-92, Voyage 200, TI-NSPIRE – the CAS version (The non-CAS version of TI-NSPIRE is allowable.)
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- cell phones, PSPs, and/or iPods
- Students may use any four-function, scientific, or graphing calculator does not have any of the above features. The use of units that have a Computer Algebra System (CAS) is NOT allowed.

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times
- Review the Tennessee ELSA End of Course Item Sampler for Algebra I located at http://tennessee.gov/education/assessment/sec_samplers.shtml on the Tennessee Department of Education Web site.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for ELSA Algebra I provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of courts test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the ELSA End of Course Assessment Practice Test for Algebra I should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

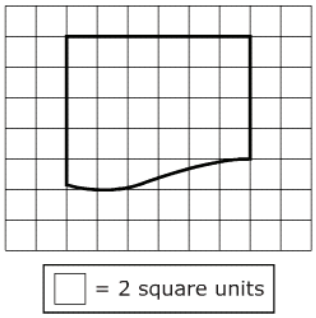
An Answer Key is located in Page 20. Use it to check your answers. Review items that you get wrong.

Reporting Category: Geometry and Measurement

Numbers 1 through 21

Performance Indicator: 3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.

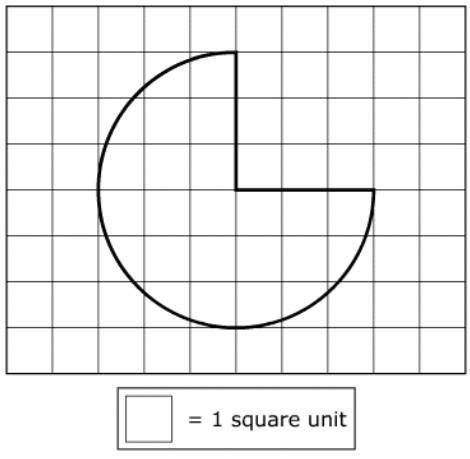
1. **Estimate the area of the figure below.**



- **A** 28 square units
- **B** 30 square units
- **C** 56 square units
- **D** 64 square units

Performance Indicator: 3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.

2. **Which is the <u>best</u> estimate for the area of the figure?**

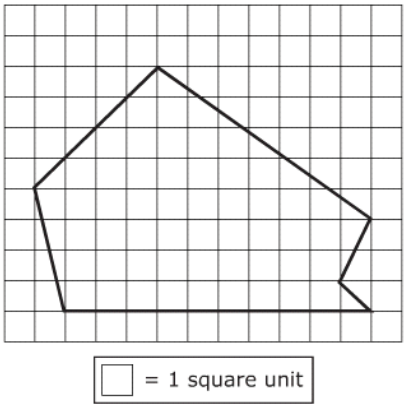


- **A** 15 square units
- **B** 21 square units
- **C** 24 square units
- **D** 27 square units

Go On ▶

Performance Indicator: 3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.

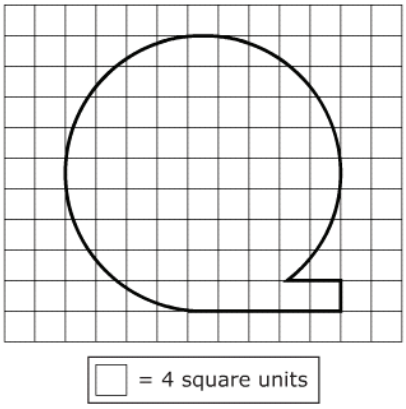
3. **Which is the best estimate for the area of the shape shown below?**



- **A** 45 square units
- **B** 49 square units
- **C** 57 square units
- **D** 69 square units

Performance Indicator: 3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.

4. **Which is the best estimate for the area of the shape shown below?**

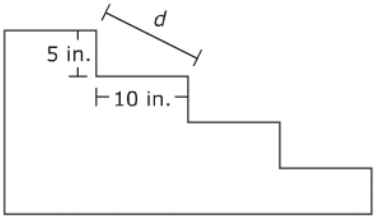


- **A** 66 square units
- **B** 68 square units
- **C** 268 square units
- **D** 300 square units

Go On ▶

Performance Indicator: 3102.4.2 Solve contextual problems using the Pythagorean Theorem.

5. **The diagram below shows the dimensions of stairs in a building.**

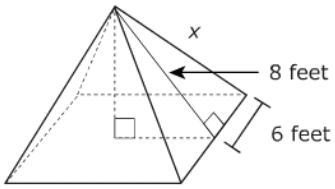


What is the distance, *d*, to the nearest inch, between the edges of each step?

- **A** 15.0
- **B** 11.2
- **C** 8.7
- **D** 5.0

Performance Indicator: 3102.4.2 Solve contextual problems using the Pythagorean Theorem.

6. **A square pyramid is shown below.**



(Not drawn to scale)

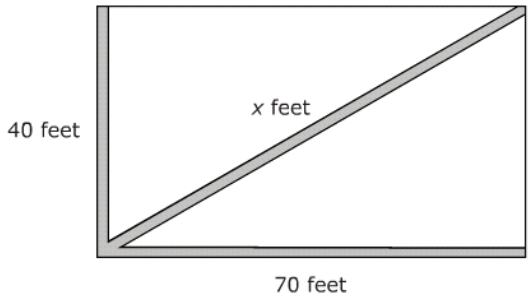
What is the length of *x*?

- **A** 5 feet
- **B** 9 feet
- **C** 10 feet
- **D** 14 feet

Performance Indicator: 3102.4.2 Solve contextual problems using the Pythagorean Theorem.

7.

A rectangle has a length of 70 ft and a height of 40 ft.



What is the measurement of the diagonal line labeled *x*, to the nearest foot?

- **A** 81
- **B** 110
- **C** 120
- **D** 167

Performance Indicator: 3102.4.2 Solve contextual problems using the Pythagorean Theorem.

8.

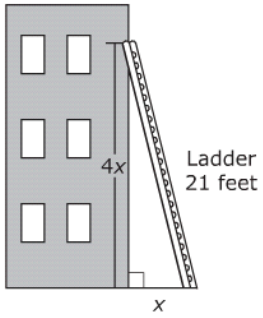
The length of the diagonal of a picture frame is 30 inches. The height of the frame is 18 inches. What is the width of the frame?

- **A** 7 inches
- **B** 12 inches
- **C** 24 inches
- **D** 35 inches

Go On ▶

Performance Indicator: 3102.4.2 Solve contextual problems using the Pythagorean Theorem.

9. **A ladder is leaning against a building. It sits *x* feet away from the building and reaches 4*x* feet up the side of the building. The ladder is 21 feet long.**

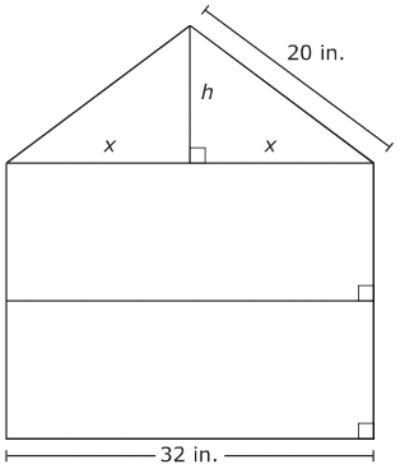


What is the highest the ladder can reach on the building to the nearest foot?

- **A** 36 feet
- **B** 20 feet
- **C** 17 feet
- **D** 5 feet

Performance Indicator: 3102.4.2 Solve contextual problems using the Pythagorean Theorem.

10. **Mr. Mendoza made a dollhouse, as shown below.**



The house is 32 inches wide and the side of the roof is 20 inches. What is the height of *h*?

- **A** 4 inches
- **B** 6 inches
- **C** 12 inches
- **D** 26 inches

Go On ▶

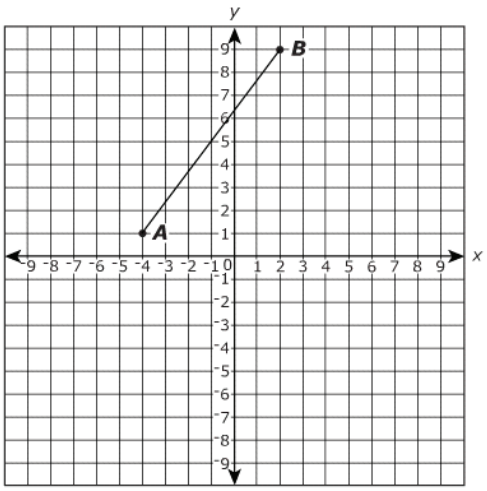
Performance Indicator: 3102.4.3 Solve problems involving the distance between points or midpoint of a segment.

11. **What are the coordinates of the midpoint of a line segment with endpoints (−2, −3) and $\left(1, \frac{1}{2}\right)$?**

- **A** $\left(-1, -2\frac{1}{2}\right)$
- **B** $\left(-\frac{1}{2}, -2\frac{1}{2}\right)$
- **C** $\left(-1, -1\frac{1}{4}\right)$
- **D** $\left(-\frac{1}{2}, -1\frac{1}{4}\right)$

Performance Indicator: 3102.4.3 Solve problems involving the distance between points or midpoint of a segment.

12. **Maria draws horizontal line segment $\overline{AC}$ such that $AB = AC$.**



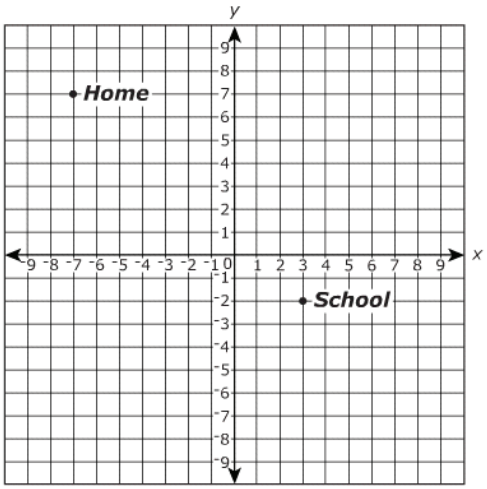
Which coordinates could be Point *C* ?

- **A** (−4, 11)
- **B** (−8, 9)
- **C** (6, 1)
- **D** (14, 1)

Go On ▶

Performance Indicator: 3102.4.3 Solve problems involving the distance between points or midpoint of a segment.

13. **The graph shows the position of Oliver's home and school.**

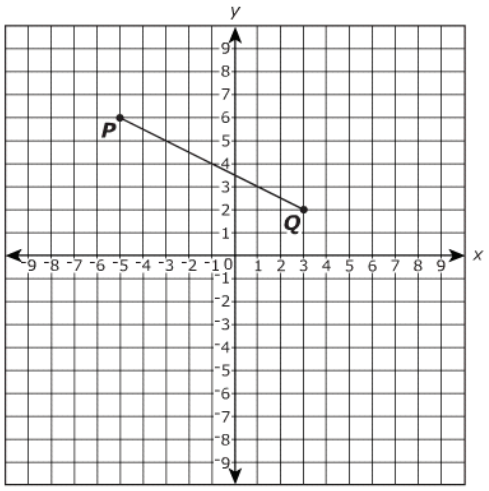


The library is in the middle of Oliver's home and school. Which coordinates could represent the library?

- **A** $\left(-2, 2\frac{1}{2}\right)$
- **B** $(-2, 5)$
- **C** $\left(-4, 2\frac{1}{2}\right)$
- **D** $\left(2, -2\frac{1}{2}\right)$

Performance Indicator: 3102.4.3 Solve problems involving the distance between points or midpoint of a segment.

14. **What is the length of line segment $\overline{PQ}$?**

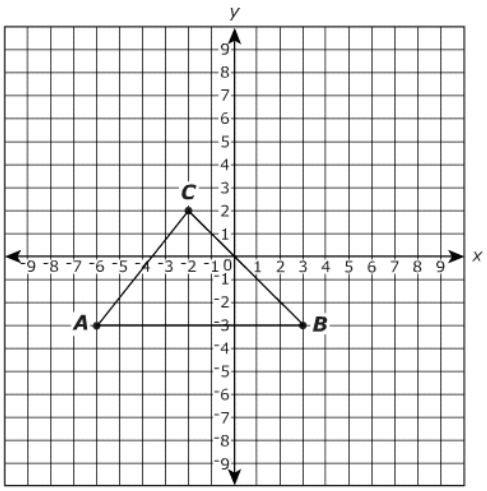


- **A** $2\sqrt{35}$
- **B** $2\sqrt{34}$
- **C** $4\sqrt{5}$
- **D** $4\sqrt{3}$

Go On ▶

Performance Indicator: 3102.4.3 Solve problems involving the distance between points or midpoint of a segment.

15. **Triangle *ABC* is graphed below.**



What are the coordinates of the midpoint of side $\overline{BC}$?

- **A** $(1, -1)$
- **B** $(-1, 1)$
- **C** $\left(-\frac{1}{2}, \frac{1}{2}\right)$
- **D** $\left(\frac{1}{2}, -\frac{1}{2}\right)$

Performance Indicator: 3102.4.4 Convert rates and measurements.

16. **The average amount of water a person uses is 62 gallons per day. What is the average amount of water a person uses in liters per hour if 1 gallon = 3.78 liters?**

- **A** 2.58 liters per hour
- **B** 9.77 liters per hour
- **C** 12 liters per hour
- **D** 20 liters per hour

Go On ▶

Performance Indicator: 3102.4.4 Convert rates and measurements.

17. **Fred walks at a speed of 3.1 miles per hour. What is Fred's speed, in feet per second, rounded to the hundredths place?**

- **A** 0.05
- **B** 1.47
- **C** 3.75
- **D** 4.55

Performance Indicator: 3102.4.4 Convert rates and measurements.

18. **A 32-ounce bottle of energy drink costs $9.00. What is the cost per gallon?**

- **A** $0.28
- **B** $2.25
- **C** $36.00
- **D** $45.00

Performance Indicator: 3102.4.4 Convert rates and measurements.

19. **Darlene is painting her room. She paints 54 square feet in one hour. At that rate, how many square yards per minute can Darlene paint?**

- **A** 0.1
- **B** 0.3
- **C** 6
- **D** 18

Performance Indicator: 3102.4.4 Convert rates and measurements.

20. **Which number belongs in the blank?**

15 square yards = ____ square feet

- **A** 5
- **B** 45
- **C** 90
- **D** 135

Performance Indicator: 3102.4.4 Convert rates and measurements.

21. **A can holds 4 quarts of fruit juice. To the nearest thousandth of a liter, how many liters is 4 quarts?**

- **A** 3.664 liters
- **B** 3.784 liters
- **C** 4.000 liters
- **D** 4.228 liters

Reporting Category 4: Geometry and Measurement		
Item Number	**Correct Answer**	**Performance Indicator**
1	C	3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.
2	B	3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.
3	C	3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.
4	C	3102.4.1 Develop and apply strategies to estimate the area of any shape on a plane grid.
5	B	3102.4.2 Solve contextual problems using the Pythagorean Theorem.
6	C	3102.4.2 Solve contextual problems using the Pythagorean Theorem.
7	A	3102.4.2 Solve contextual problems using the Pythagorean Theorem.
8	C	3102.4.2 Solve contextual problems using the Pythagorean Theorem.
9	B	3102.4.2 Solve contextual problems using the Pythagorean Theorem.
10	C	3102.4.2 Solve contextual problems using the Pythagorean Theorem.
11	D	3102.4.3 Solve problems involving the distance between points or midpoint of a segment.
12	C	3102.4.3 Solve problems involving the distance between points or midpoint of a segment.
13	A	3102.4.3 Solve problems involving the distance between points or midpoint of a segment.
14	C	3102.4.3 Solve problems involving the distance between points or midpoint of a segment.
15	D	3102.4.3 Solve problems involving the distance between points or midpoint of a segment.

16	B	3102.4.4 Convert rates and measurements.
17	D	3102.4.4 Convert rates and measurements.
18	C	3102.4.4 Convert rates and measurements.
19	A	3102.4.4 Convert rates and measurements.
20	D	3102.4.4 Convert rates and measurements.
21	B	3102.4.4 Convert rates and measurements.